

# Busy Bee Pre-School (Honiton)

The Beehive, Honiton Primary School, Clapper Lane, Honiton, Devon, EX14 1QF

<b>Inspection date</b>	24/09/2012
Previous inspection date	28/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children settle well at pre-school and enjoy a wide range of activities that help them make good progress in their learning.
- Staff create a bright, welcoming environment that encourages children to initiate their own purposeful play indoors.
- Staff use open-ended questioning effectively to encourage children to work things out for themselves.
- Staff know the children well and encourage lively conversation throughout the pre-school sessions.
- Staff share an ambition to continue finding ways to improve children's learning experiences.

### It is not yet outstanding because

- Children have fewer opportunities to initiate play experiences that support their learning and development in the outdoor play areas.
- Children are not always encouraged to be curious about themselves and their families in order to learn that they have similarities and differences that connect them to, and distinguish them from others.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the playroom and school playground.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector held discussions with the Play Leader and Deputy Play Leader.

## Inspector

Heather Morgan

## Full Report

### Information about the setting

Busy Bee Pre-school is situated in the grounds of Honiton Primary School in Devon and has been operating for over forty years. It is run by a committee of parents. Children are cared for in a single-storey classroom, with a cloakroom and two toilets. The building is accessed by two steps and there is a portable ramp available to support access for all. The children have access to an enclosed play area and share the school's outdoor play areas, which include a wooded area, two playgrounds and a field.

The pre-school receives funding for the provision of free early education for three-year-olds. It is open from 9am to 12 noon on Monday to Friday during school term times. A lunch club operates between 12 noon and 12.45pm each day. There are 24 children on roll, aged between two and three years old. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are five members of staff, three of whom hold relevant National Vocational Qualifications at Level 3, and two at Level 2.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- celebrate and value relevant cultural and community events and experiences to help children value themselves, their families and other people
- find ways to offer children more opportunities to initiate outdoor play experiences that support their progress and development in all learning areas.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

All children are making good progress in their learning and development overall. Staff take special care to make sure that the younger children attending are supported well in choosing appropriate activities. For example, they help children choose what they would like to do by using pictorial prompts at the beginning of the session.

Staff observe children closely to monitor their progress and plan activities that interest and challenge them in order to support their progress. They gather information from parents when children first start at the pre-school. They regularly update this information making sure they keep up to date with children's current interests. However, they do not always use this information effectively to help children explore similarities between themselves and others. Careful assessment of children's achievements is used to plan activities that build on what they already know and can do, ensuring good progress overall in all learning areas.

Staff are very good role models and create a calm play environment where children enjoy exploring and using resources in different ways. Staff have high expectations of the

children and question them effectively to encourage them to work things out for themselves. For example, they encourage them to work out how to fit pieces of train track together to construct a circuit. This enables children to use a wider vocabulary and to explain what they are doing. For example, staff ask which is the front of the train and encourage children to describe the train. Children demonstrate an emerging understanding of numeracy as they talk about the number of carriages. Consequently, children become curious, independent learners.

Children are encouraged to be creatively expressive. Their artwork is attractively displayed and they have good opportunities to explore wide range of resources and materials. For example, they have made pictures using paper squares, circles and triangles, made Olympic torches and used different paint effects to make flowers.

Children handle resources carefully as they explore activities as they use tools in the sand tray, and hammers and screws in the construction area, promoting their understanding of the world and their physical development.

### **The contribution of the early years provision to the well-being of children**

Staff know each of the children well and work closely with parents to support new children in settling in to pre-school. They model respectful behaviour and good manners and consequently the children play harmoniously together and treat one another with respect.

Children are encouraged to be independent and are beginning to manage their own self-care. For example, they wipe their noses, dispose of the tissue and carefully wash their hands to limit the spread of infection. They are reminded of simple rules to help them play safely and enjoy taking responsibility for simple tasks, such as sweeping up the sand when it spills on the floor.

Children arrive happily at the pre-school and confidently settle down to familiar activities when they enter the bright, welcoming environment. The play area is well resourced and organised carefully to support children in making independent choices. Children use the play areas well, settling down on the sofa to look at books. They take turns to use the computer or play together in the sand tray or construction area. Children take daily exercise and play regularly outdoors in the fresh air. However, there are fewer opportunities for children to initiate their own play across all areas of learning in the outdoor environment.

Children are self-confident and engage fully in the activities on offer. A well-established key person system helps children form secure attachments and promotes their well-being and independence. They are sensitively supported by the staff. They are encouraged to engage in conversation with one another as they play. Good attention is paid to supporting their transition when it is time to move on as many of them transfer to the Foundation Stage Unit within the adjacent school when they are three years old.

**The effectiveness of the leadership and management of the early years provision**

Staff prioritise keeping children safe and secure. All staff regularly attend training to ensure they are able to take effective action in the event of any concerns. Staff encourage children to develop safe practices, such as staying close together when they leave the building to practise the emergency evacuation.

Staff share an ambition to continuously improve their practice. They regularly reflect on their provision, to evaluate what they do well and identify areas for improvement. An action plan is implemented effectively to improve outcomes for children's. For example, they are currently focusing on developing children's mathematical awareness as scrutiny of the assessment records identified some gaps in this area. Children now confidently use number in their play. They use positional language, such as describing the front and back of their wooden trains, and explore space and volume as they fill containers in the sand tray.

Staff meet regularly and discuss their training needs. They enthusiastically access available training and take the initiative in seeking ways to improve. For example, they have planned a visit to a nearby provider to explore new ways to improve their communication with parents.

Staff have attended training to ensure they are familiar with recent regulatory changes and have adapted some of their systems to reflect this. They have adapted their planning and assessment documents to take account of the changes. The play leader works very closely with other members of staff to ensure that activities are planned carefully to support each child's progress, based on their individual starting points. Regular exchange of information with parents keeps staff up to date with children's interests. Effective partnerships with other professionals ensure that all children receive the support they need to make good progress and build firm foundations for their future learning.

**What inspection judgements mean**

**Registered early years provision**

**Grade Judgement Description**

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets

		the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	105947
<b>Local authority</b>	Devon
<b>Inspection number</b>	813275
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	0
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Busy Bee Pre-School (Honiton)
<b>Date of previous inspection</b>	28/01/2009

**Telephone number**

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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